

**INTERLANGUAGE ERRORS IN ORAL NARRATIVE MADE BY
STUDENTS OF MAN I BOYOLALI
(Linguistics Study)**

Publication manuscript



by

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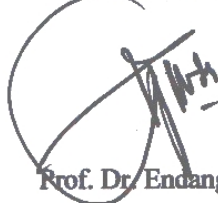
**POST GRADUATE PROGRAM OF LANGUAGE STUDY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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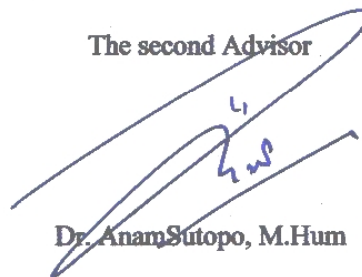
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**INTERLANGUAGE ERRORS IN ORAL NARRATIVE MADE BY
STUDENTS OF MAN I BOYOLALI
(linguistic study)**

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Abstract

The objective of this research is to describe the pronunciation errors, speech errors, lexical errors, grammatical errors, each types of errors, also find out the dominant and frequency each types of errors that occurrence in oral narrative made by student man I Boyolali. In this research, the writer uses a qualitative method. The object of this research is the second grade students of MAN I Boyolali. The subject are 55 students. The sources of the data is informants and documents. The collected errors are identified and classified using Clark and Clark theory, Selinker theory, Krashen and Burt and Linguist Category Taxonomy as a guideline. To describe the errors the writer uses Surface Strategy Taxonomy. The finding presents the types of pronunciation errors, speech errors, lexical errors and grammatical errors, their detailed description, and frequency of occurrence of types of errors. It is wished that this study may give a new perspective in advanced learners' pronunciation errors, speech errors, lexical errors and grammatical errors. The result of this research shows that there are twenty four types of errors: 228 vowel errors or 41,30%, 61 to be present or 11,05%, 47 verb in past tense or 8,51%, 29 repeats or 5,25%, 27 bound morpheme 'ed' or 4,89%, 25 silent pause or 4,53%, 19 consonant error or 3,44%, 18 correction or 3,26%, 17 plural marker {-s} or 3,08%, 15 stutter or 2,72%, 15 adjective form or 2,72%, 14 lexical words or 2,36%, 7 addition to or 1,27%, 6 filled pause or 1,09%, 6 modal auxiliary in negative form or 1,09%, 3 auxiliary verb 'did' or 0,54%, 3 addition 'ed' or 0,54%, 3 article or 0,54%, 2 interjection or 0,36%, 1 slip of tongue or 0,18%. The dominant errors is vowel errors is 228 or 41,30%.

Keywords: interlanguage error, oral, narrative, and MAN I Boyolali.

A. Introduction

English is a tool to communicate orally and so in writing. Communicate is understand and express information, thoughts, feelings, and develop science, technology, and culture. Ability to communicate in a full understanding is the ability of discourse, example, and ability to understand or produce oral texts and or writing that is realized in the four language skills, namely listening, speaking, reading and writing. The fourth skill is used to respond to or create discourse in public life. Therefore, subjects were directed to develop the English language skills so that graduates are able to communicate in English and discourse at a certain level of literacy. Level of literacy includes performative, functional, informational, and epistemic.

At the performative level, people are able to read, write, listen, and speak to the symbols used. At the functional level, people are able to use language to meet the needs of daily living such as reading newspapers, manuals or instructions. At the informational level, people are able to access knowledge with language skills, while at the epistemic level of Learning English at SMP or MTs targeted so that learners can achieve the functional level to communicate orally and in writing to resolve everyday problems, whereas for SMA or MA is expected to reach the level of informational as they are prepared to continue their education into college.

The function of language is attached with the speaker's and the listener's mental activities during communication namely: the speaker's intention (speech acts) and the listener's current knowledge (thematic structure). In ability of

communication, Students should be capable in four languages skills: listening, speaking, reading and writing. As one of the four language skill, speaking has always occupied a place in most English language and the ability to express the same things of oral form in English. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information and also labelled oral production and one of the skills Students are to learn in their language development. The ability to converse is highly value by students. In this research, the researcher focuses on interlanguage errors.

Speaking skills is one the indicator of the quality of English language learning. Learning through interaction or repeated training is an effective way of understanding the students learns English. Be able to speak English students can be achieved through learning of telling story, so, English learning achievement can be seen from the students' skills in speaking. The Purpose of learning English at school in general or in particular in MTs or MAN is not only giving the students' knowledge of language but how students can use the language itself appropriate the existing rule. The learning does not only give theory but provides a variety of exercises in language skills.

Speaking seems to be a very instrumental act. They talk in order to havesome effects on listeners. They talk for a certain purpose to assert beliefs, to ask question, to ask for information, to tell a story so, they select and utter a particular sentence which will bring about the effect and need considerable planning what to start. Thus, producing speech seems to follow two types of processes, namely: planning and execution. In planning and executing speech, in

discourse plan, they decide what kind of discourse they are going to take part in. In telling a story, they generally follow such structure.

Language learning is a creative constrictions process. With this view, errors are then considered as an inevitable and positive part of that process. Attitudes towards errors have moved away from those of behaviourists in 1950s to 1960s who saw error as something to be prevented through intensive modelling and eradicated through intensive drilling. Errors are now seen as reflections of learners' stage of interlanguage development. When learners produce correct, free utterances, they may tell a little about what is going on in their mind. Errors then hold vital clues about the process of language learning. In this case that their interlanguage knowledge is faulty, the result is an error.

Error analysis is "the first approach to the study of Second Language Acquisition which includes an internal focus on learners' creativity ability to construct language" (Saville-Troike 2006:38). The primary focus of Error Analysis is on learner errors and the evidence of how learner errors could provide an understanding of the underlying processes of second language learning or second language acquisition. Error Analysis provides a validation for the classical constructive analysis (CA) of which the goal is to find out something about the Psycholinguistics process or cognitive mechanism of second language learning. It hopefully enables us to draw certain conclusions about the learning strategies or the underlying cognitive mechanism used by the learner in his second language learning process.

In error analysis requires the determination of elements in the sample of learner language which deviate from the Target Language in some way. For this, distinction should be made between error and mistake. The concepts of Errors Analysis there are two different phenomena and intentionality plays a decisive role in this distinction. Errors are systematic, consistent deviance which is characteristic of the learner's linguistic system at a given stage of learning.

Errors are also typically produced by learners who do not yet fully command some institutionalized language system; they arise due to the imperfect competence in the target language. Mistake are deviations due to performance factors such as memory limitation, fatigue, and emotional strain. They are typically irregular and can be readily corrected by the learners themselves when their attention is drawn to them. Thus, errors can be identified by comparing original utterances with reconstructed utterances, which is correct sentences having the meaning intended by the learner.

B. Research Method

There are two types of research, namely qualitative and quantitative research. In this research the writer uses the qualitative descriptive research. According to Moleong (1989:3) the qualitative research is a research which yields the descriptive data in the form of written or oral words from observing people and behaviour. Qualitative also means that analyses data and the result of the data is descriptive phenomenon. It is not number of coefficient about the correlation between variable. The subject of the research involves the participants or students of MAN I Boyolali in 2013 / 2014 academic year. The participant is 225 students.

The researcher only takes 55 students for taking the data. The object of the research is taken from the students errors in oral narrative text. Of course here, only the erroneous utterances from the students are taken to be classified and analyzed. The data consist of erroneous taken from utterances containing errors in oral narrative text. The researcher only takes 55 students. The sources of data are students of MAN I Boyolali. Data has very important role in this research, because without data it is impossible to get the result. The steps for collecting the data are: she gave a free composition topic of story to the students, the students tell a story orally one by one, she records them, she hears then notating the students' utterance, she identifies the interlanguage errors of their utterances, and last she classifies all types of Interlanguage errors. This type of test, the students were required in oral narrative text then the researcher notating and transcript as data.

C. Result and Discussion

First, the result of this research indicates that the students encountered problem when they have to communicate their ideas through oral narrative in English. They are: 29 pronunciations types of errors: 23 errors of high sound of vowel ɒ uttered as low sound of vowel e in student's utterance. 3 errors of high sound of vowel ɒ uttered as low sound of vowel a. 7 errors of high sound of vowel ʌ uttered as low sound of u, 5 errors of high sound of vowel ʌ uttered as low sound of u, 5 errors of high sound of vowel ʌ uttered as low sound of vowel é, 8 errors of high vowel sound of i: uttered as low sound of é, 5 errors of high sound of vowel i: uttered as low sound of vowel e.

Twenty one(21) errors of high vowel sound of ə uttered as low sound of vowel u, 4 errors of high vowel sound of ə uttered as low sound of vowel o, 21 errors of high vowel sound of u uttered as back sound of o, 4 errors of high sound of vowel ɜ: uttered as low sound of vowel o, 5 errors of high sound of vowel ɜ: uttered as u, 8 errors of high sound of vowel ɪ uttered as low sound of é /ɜ:, 2 errors of high sound of vowel ɪ uttered as low sound of ae, an errors of high sound of vowel ɪ uttered as low sound of → ai, 4 errors of high sound of vowel e uttered as low sound of vowel ae, 6 errors of high sound of vowel e uttered as low sound of vowel i, 6 errors of back sound of vowel ɑ: uttered as high sound of vowel e

Five(5) errors of low sound of vowel ɔ: uttered as e, 2 errors of back sound of vowel əʊ uttered as high sound of vowel u, 2 errors of back sound of vowel əʊ uttered as high sound of vowel o, 3 errors of back sound of vowel eɪ uttered as high sound of vowel a, 8 errors of back sound of vowel eɪ uttered as high sound of vowel é, 9 errors of back sound of vowel eɪ uttered as high sound of vowel ai, 8 errors of back sound of vowel eɪ uttered as high sound of vowel ae, 23 errors of high sound of vowel a uttered as low sound of vowel i. 7 errors of high sound of vowel a uttered as low sound of vowel e, 5 errors of high sound of vowel a uttered as low sound of e, 6 errors of back sound of vowel a uttered as high sound of vowel o, 2 errors of back sound vowel of a uttered as high sound of vowel ou. 13 errors of consonant sound of 'l' and 6 errors of consonant 's'

Second is speech errors. As theory at chapter two speech production there are nine (9) common types of speech errors according to Clark and Clark (in Fauziati, 2011:91), they are silent pause, filled pause, repeats, false start

(Unretraced), false (retraced), corrections, injections, stutters and slip of tongue. Silent pause means a period of no speech between words. There are twenty five (25) utterances containing silent pause that made by student, filled pause actually shows that the speakers have difficulties in planning and executing speech, this is natural in speech error. It occurs when the speaker tried to find the next word. There are 6 utterances containing filled pause.

In repetition errors a speaker repeats one or more words in a row, they make (29) errors in student's utterance containing repeat. Correction is a correction of a word with an explicit phrase called correction phrase, with explicit word called correction word. They make 18 utterances that containing correction. Stutters are in speaking, the students sometimes repeat rapidly the equal syllable. There are 15 that containing stutters. Interjection is words used to express strong feeling or sudden emotion. The students make 3) utterances containing interjection. slip of tongue is one type of speech error which appears to be more complex compared with the above mentioned common speech errors.

Third is lexical errors, the students make (14) errors in function word.

Fourth is grammatical errors, omission of bound morpheme {-s} as plural marker {-s} 17, bound morpheme 'ed' 27, the use of V1 for the past event 47, the use of V2 after auxiliary will 3, omission of be as predicate 6, omission of modal auxiliary verb in negative sentence 3, misselection of article 3, the uses of to infinitive in past form 7, the use of 'be' present for past event 61, The use of more for short adjective form 15, The use of modal auxiliary present for the past event.

The writer concludes from the frequency above that the dominant error of this research are vowel errors is 228 or 41,30%, and then to be present is 61 or 11,05 % and the last verb in past tense is 47 or 8,51%. The students performed very significant errors pronunciation especially in vowel sound. Their errors can be caused by overgeneralization, transfer of training, strategies of second language learning, strategies of second language communication, language transfer, interlingual error, intralingual error, cognitive reason, anxiety and social reason.

D. Conclusion

Based on the analysis, the writer may draw the following conclusions. First, the result of this research indicates that the students encountered problem when they have to communicate their ideas through oral narrative in English. The error in oral narrative text made by student MAN I Boyolali. In pronunciation errors, the writer breaks down into twenty nine vowel sound of errors is 228 or 41,30%, and two types of consonant errors is 19 or 3,44%. The total of pronunciation errors is 247 or 44,74%. In speech error, the writer breaks down into nine types of errors, they are repeat, silent pause, filled pause, correction, stutter, interjection and slip of tongue. The total of speech errors is 96 or 17,39%. In lexical, the writer finds 14 utterances containing of lexical error of function word or 2,36%. In grammatical errors based on Linguistic Category on Surface Strategy Taxonomy.

Finally, in general the writer concludes that the student's error in pronunciation because lack of knowledge of phonology or sound English system,

media of teaching and learning, the students' tongue is Javanese and lack of practising English everyday. In speech errors, the students' lack of practising English. They are poor in English vocabularies. In lexical, the students understand the meaning word imperfectly that what they want to refer for example they want to utter "once upon ago" instead of "first time" it shows that they don't understand the meaning word clearly. Of course it is caused by limiting in reading English text book. In grammatical errors, they don't understand about grammatical in English well, part of them they applied in Indonesian rule. They don't exercise in writing skill. Actually, the students have to master four English skills. They are reading, listening, speaking and writing. The students have to practise more and more in English speaking. And also reading English text book finds the difficult word in the dictionary related to the text. They have to practise exercises in writing.

This study, hopefully gives some insight to the students' speaking and grammatical problems as a clue for the teachers, that they know not only the students' error types in general but also what to focus in their attempt to help their students 'see' and avoid making the same types of errors in their speaking or pronunciation and grammatical performance.

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